Fenstanton and Hilton Remote Learning Policy Feb 2021

What is remote learning?

Teaching and learning activities that are provided by the school for pupils to engage with at home due to school closure or need for self isolation or long term illness.

The school has offered School ChromeBooks to vulnerable families that are short of devices.

Every child has a learning toolkit with resources such as a white board and pen, 100 square, ruler, bead string, numicon, numberlines, word banks, spelling lists, phonics/graphemes boards, multiplication, to support the child when learning from home. The school is set up ready so that this can be provided as soon as required.

1. Aims of this policy

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble or self isolation etc

- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work

- Ensure that remote education is offered as soon as it becomes necessary

- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources

- Provide clear expectations members of the school community with regards to delivering high quality interactive remote learning

- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being

- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning

- Ensure that pupils engage in learning they would have completed had they been in school as normal

- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback

- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to

- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources

- Ensure that pupils who lack any necessary equipment have this sourced for them

2. Who is this policy applicable to?

- Children who are absent because they are awaiting test results and the household is required to self-isolate where the rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school

- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.
- Children unable to attend school due to school closure in lockdown.

3. Resources

Resources to deliver this Remote Education Plan include:

- All classes have a Google classroom
- EYFS use Tapestry for most of the online provision and some additional learning is added to their Google Classroom
- All Staff meetings and CPD are currently virtual
- Parents Evenings are held virtually
- Information regarding policies can be found on the school web-site
- A weekly newsletter is e-mailed to all parents and carers
- Learning toolkits with practical resources are available to children learning from home
- We advise parents to sign up to OXFORD owls to access e-books
- The school has approached all vulnerable learners to ensure they have access to devices/internet
- Where there are issues with access to sufficient devices, families will be supported
- Families are advised to inform the school if they are experiencing internet issues and alternative remote learning provided until this is resolved

The detailed remote learning planning, resources and best practice to deliver this policy can be found here:

'A Page a Day' - This is loaded onto google classroom and it is all the daily learning tasks on one page. This page also provides all the links and resources that are needed for the child to complete their learning. This is provided by all classes for all children, daily. Some vulnerable/SEND pupils have a differentiated Page a Day.

There is no specific timetable however work will be set across the week covering all the curriculum areas being taught in school.

Work is provided that is expected to cover 4 hours of learning in KS2, 3 hours of learning in KS1. The work is clearly provided in folders on google classroom so that children and parents know where to find the page a day what the expectations are for learning from home.

We carefully consider the wellbeing of every individual and therefore each class has a weekly live wellbeing session with the class teacher or a teaching assistant. This provides the opportunity for feedback and encouragement as well as clarification on a tasks if needed. This session can include sharing a story or playing a game together with a focus on mindfulness and positivity.
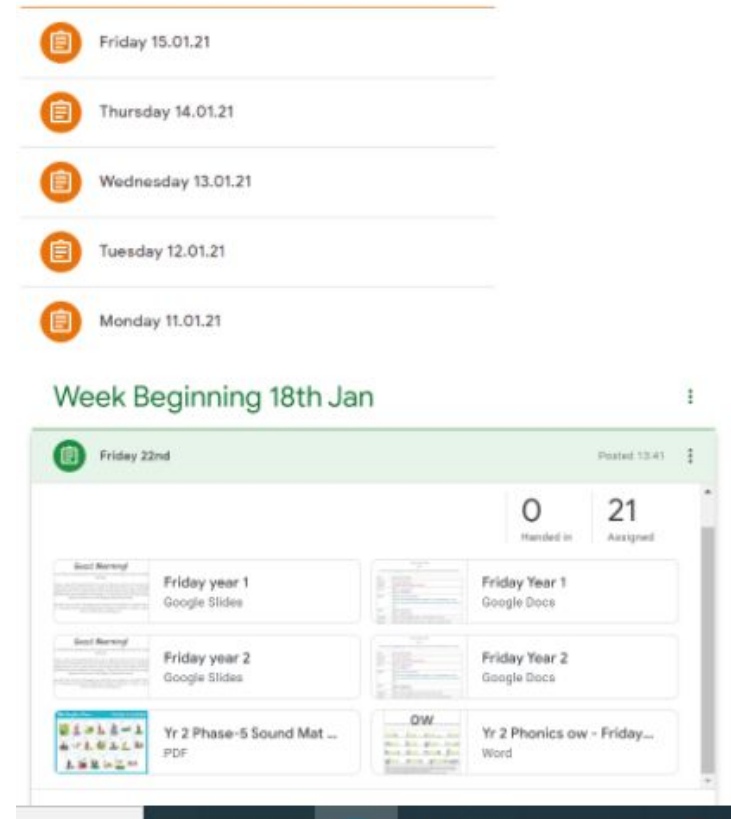
A new calculations policy is available to support parents in introducing the key concepts and ages and stages

There is no expectation to provide live lessons, instead good use is made of Oak Academy & White Rose interactive lessons and some live/pre-recorded content is provided where appropriate.

Some vulnerable/SEND pupils have additional live support sessions in groups or as individuals,using Google Meet to provide additional support to pupils in need of this.

This is timetabled in a remote learning support provision map that includes:

- Some pupils have daily, 3x per week or weekly pastoral sessions, focusing on wellbeing and mental health.
- Some pupils have daily, 3x per week or daily 'kick off' sessions where staff go through the learning for the day and focus on reviewing and extending prior learning, modelling and scaffolding strategies they can use to help with their learning.
- Some pupils have 3x per week or weekly Maths challenge sessions where staff introduce additional learning challenges.

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- The teaching and learning provided is in line with the National curriculum expectations, mirroring the school's curriculum where appropriate. Where adaptations are necessary, changes are reflected in the long term plans. We aim to still deliver the vivid and inspiring curriculum we have planned using technology wherever possible to bring learning to life.

- Planning is informed by the feedback from previous remote learning and the marking and feedback in the class. Marking and feedback are essential to a child's learning, therefore the teachers provide detailed feedback marking at least twice a week. This is either written feedback or voice recorded feedback using Google Mote which is effective in all year groups.

- Pupils study a broad range of subjects.

- Pupils learn new facts and concepts, as well as completing activities that reinforce their prior learning.

- Those who cannot attend school access similar learning to that which their bubble is completing within school. Paper copies and additional learning resources are provided were required (e.g dictionaries)

- Activities are varied and not solely consist of 'screen time'.

- Teachers are access to a wide variety of resources to share remotely.

- Resources are quality assured by subject and senior leaders, who will review work set on google classroom and ensure it is appropriate.

- All staff have had the training they need to provide online learning safely.

- All pupils have access to the resources they need to learn including school learning toolkits* and ChromeBooks if necessary.

- Teachers communicate the purpose of activities and their success criteria for pupils, sharing the work on google classroom.

- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by differentiating work set to meet the needs of all children. Interventions and additional learning support sessions are running by TAs to ensure all children are accessing learning and learning is tailored to the needs of the individuals.

- COVID catch-up funding will be used effectively to close gaps and support children to catch up.

- Staff workload will be managed by continuing to support teachers and minimising extra work when teaching a bubble and providing remote learning.

- Leaders will measure engagement in remote learning by consulting with staff and reviewing access. The SLT constantly monitors remote learning and provides constructive feedback for improvements if necessary. This is continuous.

*Learning Toolkits are a physical pack of resources (e.g. bead string/numicon/numberlines, word banks/spelling lists/phonics resources, rulers, protractors, White Boards & pens etc.

5. Working with Parents

- We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

- We have provided guidance to parents on how to use Google classroom and Tapestry

- Resources are shared with pupils and parents via google classroom, tapestry and via parentmail if necessary.

- We encourage parents to support their children's work, and to establish a routine based around the school day wherever possible. But also understand that access to devices may be shared and make this difficult.

- Should parents be unable to access online work for any reason, they should contact the office so that other arrangements can be made.

- All children have signed an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home. Pupils and their parents are asked to ensure they follow our code of conduct. The school promotes safe use of the internet and provide the children with online

6. Roles and responsibilities

Teachers

Teachers have been provided with the necessary training on how to use google classroom and Tapestry

Teachers unable to work because they are sick for any reason during this time should inform the school and partner colleagues will assist with providing remote learning.

Teachers unable to work because they are self-isolating will be expected to continue to provide remote learning from home.

When providing remote learning, teachers are responsible for:

- Setting work:
    o Teachers set work for the pupils in their classes working as a team within the phase to ensure the learning is consistent across the classes.
    o The work set is aligned with the work taking place in school.
    o Teachers set work using google classroom and Tapestry

- Providing feedback on work:
    o Teachers review the work on google classroom regularly and provide feedback to children, responding on a daily basis and providing next step feedback at least twice a week to every child.
    o As well as written comments, teachers also make use of Mote to provide verbal comments

- Monitoring the engagement of learners:

- o Teachers RAG rate each pupils' engagement on a weekly basis and ensure that where engagement is poor, additional contact and support is offered to families: phone calls, additional live Google Meet support sessions etc.
- o where there are ongoing concerns around learner engagement, these are logged, using in school systems. The teacher evaluates this weekly and contacts parents where children have little or no engagement.
- o Keeping in touch with pupils who aren't in school and their parents:
  - o The school makes at least weekly contact, via emails, phone calls or via google classroom or Tapestry
  - o If there is a concern around the level of a pupil's engagement, the teacher will raise this with parents.
  - o Teachers should only use their school email address to communicate with parents and pupils. All parent/carer emails should come through the school admin account.
  - o Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 48 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
  - o Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the SLT.
  - o SLT will contact families to also follow up where there is a lack of engagement or concern.
  - o Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view.
- ● Staff who are required to self-isolate are expected to:
  - o Follow the normal reporting procedure for planned absence
  - o Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual
  - o Obtain a test and share the result of it with school so that appropriate plans can be made
  - o If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

Teaching Assistants

Teaching assistants must be available during their usual working hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- ● Cover in other areas of the school as directed by the Headteacher or SENCOs
- ● Assisting the class teacher with supporting pupils
- ● Assisting the class teacher in providing feedback to pupils

- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents/children
- Completion of work that accords with school improvement priorities
- TAs may be asked to work in a different bubble. If this happens it will be inline with the school risk assessment and therefore keeping everyone safe.

Senior leaders

Senior leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Lead virtual meetings to ensure consistency across the year groups/phases/subjects
- Monitoring the effectiveness of remote learning, including by reviewing provision.This is completed regularly including sharing best practice amongst the teachers as well as improvements if necessary.
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans
- Identifying the level of support required by pupils & ensuring that these pupils are provided with additional support through Google Meet live interaction

Early Years Lead

- Ensure that the remote learning provision covers all areas of the EYFS curriculum

● Ensure that partnerships with parents continue, maintaining regular contact

The Business Manager

● Ensuring value for money when arranging the procurement of equipment or technology.
● Ensuring that the school has adequate insurance to cover all remote working arrangements.

IT Technicians

IT technicians are responsible for:

● Fixing issues with systems used to set and collect work
● Helping staff with any technical issues they are experiencing
● Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
● Assisting pupils and parents with accessing the internet or devices

Pupils and parents

Staff can expect pupils learning remotely to:

● Be contactable during the school day
● Complete work to the deadline set by teachers
● Seek help if they need it, from teachers or teaching assistants
● Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

● Wherever possible, maintain a regular and familiar routine.
● Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources via Oxford Owls
● Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus.
● Make sure that they are in the room with their child when engaging with live teaching/support sessions.
● Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
● Seek help from the school if they need it, communicating with class teachers by contacting the school office via office@fenstanton.sch.uk
● Be respectful when making any complaints or concerns known to staff

Governing Body

The governing body is responsible for:

● Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

8. Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

9. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training on 2nd September 2020.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

10. Expectations of staff and pupils during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background
- Pupils should have adult supervision during Google Meet sessions

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Live Google Meet sessions